

English

Our intent: At KS3, the English Department at Caistor Grammar School strives to deliver a vibrant curriculum which gives all students the opportunity to engage with a range of texts that stimulate and challenge. At the heart of all our work is rich discussion; we encourage students to develop their own voices as they become critical, independent thinkers and nurture a profound appreciation of the spoken and written word from their own, and other cultures. We pride ourselves on our strong, supportive relationships with pupils and creative strategies to equip them with the skills necessary to express themselves confidently as they progress through their years with us.

Year	Half term	Content and knowledge intent
7	a)	Induction Unit: 'identify and interpret implicit and explicit information from written texts'; 'analyse how writers use language and structure to achieve effects and influence readers'; 'Communicate clearly, effectively and imaginatively' and 'use a range of vocabulary and sentence structures'. Modern prose fiction ('Skellig' by David Almond): Students will learn a range of literary and structural devices to engage readers; Students will know how to use different sentence structures and forms for effect. End of unit assessment: Students to write the opening chapter to a mystery story.
	b)	Heroes: Beowulf: Students study a modern retelling of the Beowulf story. Students will know Anglo-Saxon roots of the English language. Students will know layout for formal letter writing. End of unit assessments: Additional chapter for Beowulf; persuasive letter.
	c)	Rhetorical writing: Students are taught how to guide readers through a piece of rhetorical writing. Students will know historical context of rhetorical writing. Students will know real world uses of rhetoric. End of unit assessment: Persuasive speech
	d)	Public speaking: Students are taught skills of delivering a speech in a formal setting, using a range of rhetorical devices. Students will know language and structural features. End of unit assessments: Public Speaking Competition (assessed in classrooms) with a final competition involving years 7 & 8
	e)	Exam preparation: Students prepare for two terminal exams, modelled on GCSE English Language paper 1. Students will know how to analyse and evaluate 20 th century fiction extracts.
	f)	A Midsummer Night's Dream: Pupils study an abridged version of Shakespeare's play. Students will know literary and biographical context surrounding Shakespeare and Elizabethan theatre. Students will know plot outline and character details from the play. End of unit assessments: Journalistic interview with Shakespeare; group roleplay task
8	a)	19th century prose ('A Christmas Carol' by Charles Dickens) Students will know contextual factors that shaped Dickens' viewpoints. Students will know how to evaluate 19 th century fiction. End of unit assessments: Group presentation on 19 th century context; Reading assessment of an extract from the novel
	b)	19th century prose ('Great Expectations' by Charles Dickens)/ 19th century non-fiction Students learn a wider bank of descriptive devices for use in creative writing. Students will know how writers use language to suggest bias towards a topic. End of unit assessments: Evaluation of 19 th century non-fiction extract; Creative writing

	c)	Rhetorical writing: Students are taught skills of rhetoric and adapting language to suit purpose. Students learn a wider range of rhetorical devices. Students will know the stylistic conventions of viewpoint writing. End of unit assessment: Persuasive article; Public speaking competition
	d)	Poetry: Pupils study a range of poetry, from pre-20th century and 21st century. Students will know the conventions of analytical writing. Students will know a bank of key literary terminology. End of unit assessment: Unseen poetry analysis of a 20th century poem.
	e)	Exam preparation: Students prepare for two terminal exams, modelled on GCSE English Language paper 1. Students will know conventions of descriptive writing. Students will know a wider range of literary terminology for analysis of prose.
	f)	20th Century Drama ('Our Day Out' by Willy Russell) Students will know the conventions of writing drama. End of unit assessment: Monologue or duologue, based on 'Our Day Out'.
9	a)	Modern drama ('An Inspector Calls' by JB. Priestley) Students will know key contextual factors relating to the play. Students will know plot outline and character details from the play. Students will know how to construct a logical argument End of unit assessment: Rhetorical speech based on events of the play.
	b)	War poetry: Students study a range of war poetry, from the 19th to the 21st century. Students will know how to compare two literary texts. Students will know a bank of literary terminology to near GCSE standard. End of unit assessment: Comparison of two seen war poems; analysis of an unseen poem.
	c)	Shakespeare (Macbeth): Class reading of a Shakespeare text Students will know key contextual factors relating to the play. Students will know plot outline and character details from the play. End of unit assessments: Group roleplay of one or two scenes from the play; analysis skills of an extract
	d)	19th century prose fiction (Jekyll and Hyde) Students will know key contextual factors relating to the novel. Students will know plot outline and character details from the novel. End of unit assessment: analysis of a seen extract
	e)	Exam preparation: Students prepare for terminal exams, modelled on GCSE English Language paper 2. Students will know how to compare how writers present viewpoints.
	f)	Individual Literature project: Students work collaboratively on an extended project to consolidate learning of one of the three literature texts studied this term.